THE EFFECTS OF TASK-BASED LANGUAGE TEACHING (TBLT) ON ENGLISH SPOKEN PRODUCTION AND SPOKEN INTERACTION AMONG ESL UNIVERSITY STUDENTS IN MALAYSIA

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◦ **RESEARCH TOPIC:**

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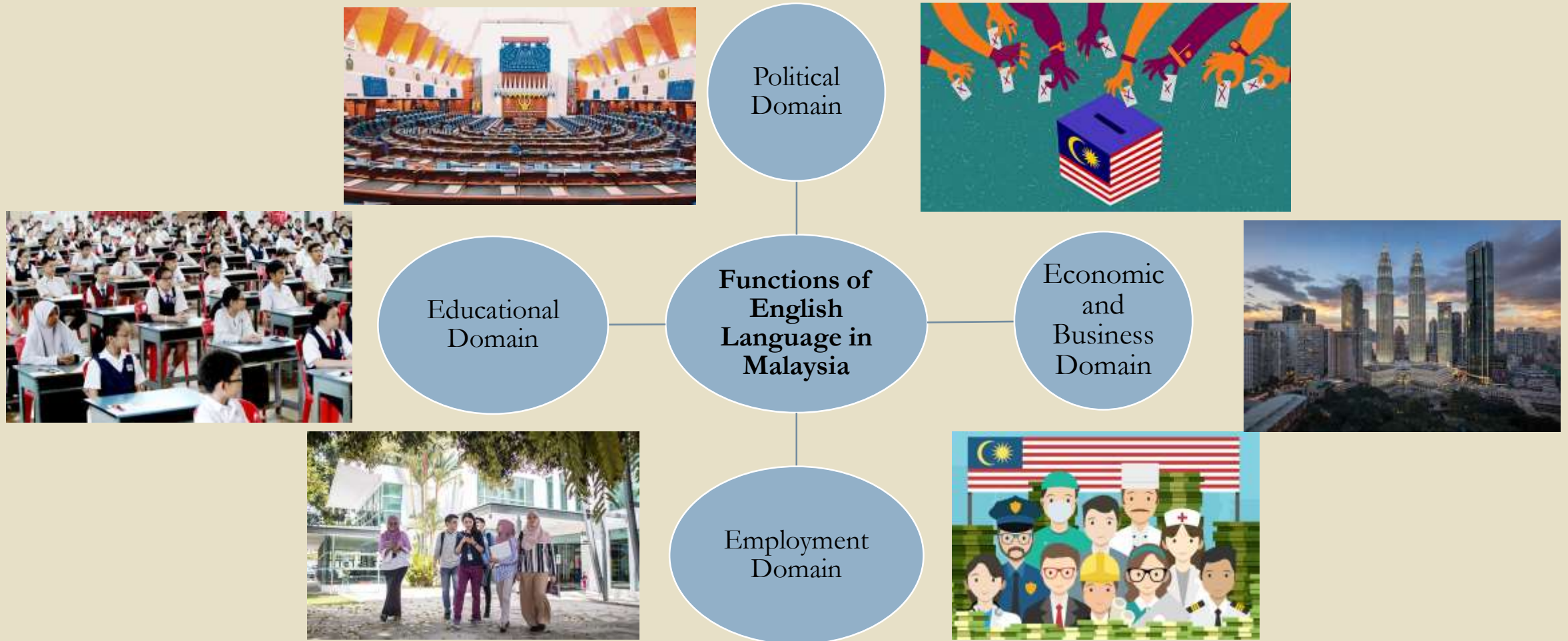
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1.0 Introduction

◦ English language is a commonly spoken language across the world. It is an 'international language,' the contemporary world's lingua franca, and it is being used as a second language all over the world (Barančicová & Zerzová, 2015)

◦ Since the 1980s, the discipline of language pedagogy and second language acquisition has been heavily researching task-based language teaching (TBLT), also known as task-based instruction (TBI), which emphasises on the application of authentic language through meaningful tasks (Pardede, 2017).

◦ TBLT is a method that gives students the chance to actively participate in activities to accomplish a goal or complete a task, including daily tasks such as producing a letter, report, or talking on the phone. TBLT aims to improve students' interlanguage by giving them a task to complete and then using language to do so (Skehan, 1998).

Functions of English Language in Malaysia

The current status of English in Malaysia is portrayed as continuously expanding and shifting to adapt the standards of English language to these domains (Lowenberg, 1991; Hanapiah, 2004):

Political Domain

Educational Domain

Functions of English Language in Malaysia

Economic and Business Domain

Employment Domain

The English Language Education Reform in Malaysia: The Roadmap 2015 -2025

◦ The English Language Education Reform in Malaysia: The Roadmap 2015 -2025 was launched in 2016 and initiated by the Ministry of Education (MOE) and become a blueprint to function a guideline to provide sufficient information about the mission to achieve success and its goal by 2025. The blend of Malaysia's English Language Education System with the Common European Framework of Reference for Languages is the main commitment made in this blueprint (CEFR).

Level of Education	CEFR
Pre- School	A1 (Basic User)
Primary School	A2 (Basic User)
Secondary School	B1/B2 (Independent User)
Post- Secondary School	B2 (Independent User)
University	B2/C1 (Independent/Proficient User)
Teacher Education	C1/C2 (Proficient User)

English language proficiency target sets for Malaysian university students in English Language Education Reform: The Roadmap 2015-2025

2.0 Suitability/ Rationale of the Research

◦ The primary goal of the present research is to determine the effects of TBLT approach on English spoken production, spoken interaction among ESL university students as the researcher believes that speaking skill is important to ensure the students would be able to use the language and communicate successfully after the completion of their studies .

◦ As pointed out by Foo and Richards (2004), the Malaysian education system places a significance importance on the value of English language among students in the Malaysian schools and higher institutions of higher learning due to the fact that English is the second most substantial language and frequently used in daily communication.

◦ Aimed at the English language learners, the communicative approach is based on the idea that language learners improve their oral production through the implementation of TBLT on spoken production and spoken interaction as these abilities are crucial to ensure the learners are able to interact efficiently.

3.0 Previous Studies on TBLT

Author	Source and Text	Contribution to Evolution of TBL
Prahbu 1980	'Reactions and predictions'	Suggested that a new approach was needed to teaching that focused on learning through communication rather than for communication
Krashen 1982	Principles and Practice in Second Language Acquisition.	Highlighted the need for meaningful communication in teaching approaches
Long 1983	Native speaker/non-native speaker conversation and the negotiation of comprehensible input.	Early version of the interaction hypothesis, based on conversations between native and non-native speakers for meaning negotiation
Long 1985	A role for Instruction in Second Language Acquisition	Development and recognition of the interaction hypothesis – highlighting the importance of student interaction in task
Swain 1985	Communicative competence: some roles of comprehensible input and comprehensible output in its development.	Introduced the construct of comprehensible output – that L2 learners will learn when they encounter a gap in their linguistic knowledge.

| Skehan 1998	'Task-based instruction'.	Developed the Trade-Off Hypothesis which suggested there was a trade-off between task complexity and accuracy
Skehan 2001	Tasks and language performance.	Put forward the view that there should be a real world orientation in the development of tasks to make them more meaningful
Robinson 2001	Task complexity, cognitive resources, and syllabus design: A triadic framework for examining task influences on SLA.	Suggested that the increase in the cognitive load of a given task leads to the level of accuracy and complexity but not fluency in its execution
Ellis 2003	Task-based language learning and teaching.	Identified the difference between task-based and task supported learning.

3.0 Research Methodology

| No	Research Questions	Research Instruments	Target Participants
1	How does TBLT affect the ESL learners' speaking proficiency in terms of spoken production and spoken interaction in the Malaysian tertiary education?	Speaking tests Task A: Spoken production Task B: Spoken interaction (Pre-test and Post-test) TBLT teaching intervention	ESL learners
3	What are the ESL teachers' perceptions about implementing TBLT in assisting the ESL learners' communicative competence?	Online semi Structured Interviews	ESL teachers
4	What are the ESL learners' perceptions about TBLT in improving their communicative skills?	Online Questionnaires (Open Ended and Closed Ended questions)	ESL learners

Sample of participants

- 1. 63 ESL university students (31 – Experimental Group, 32 Control Group)
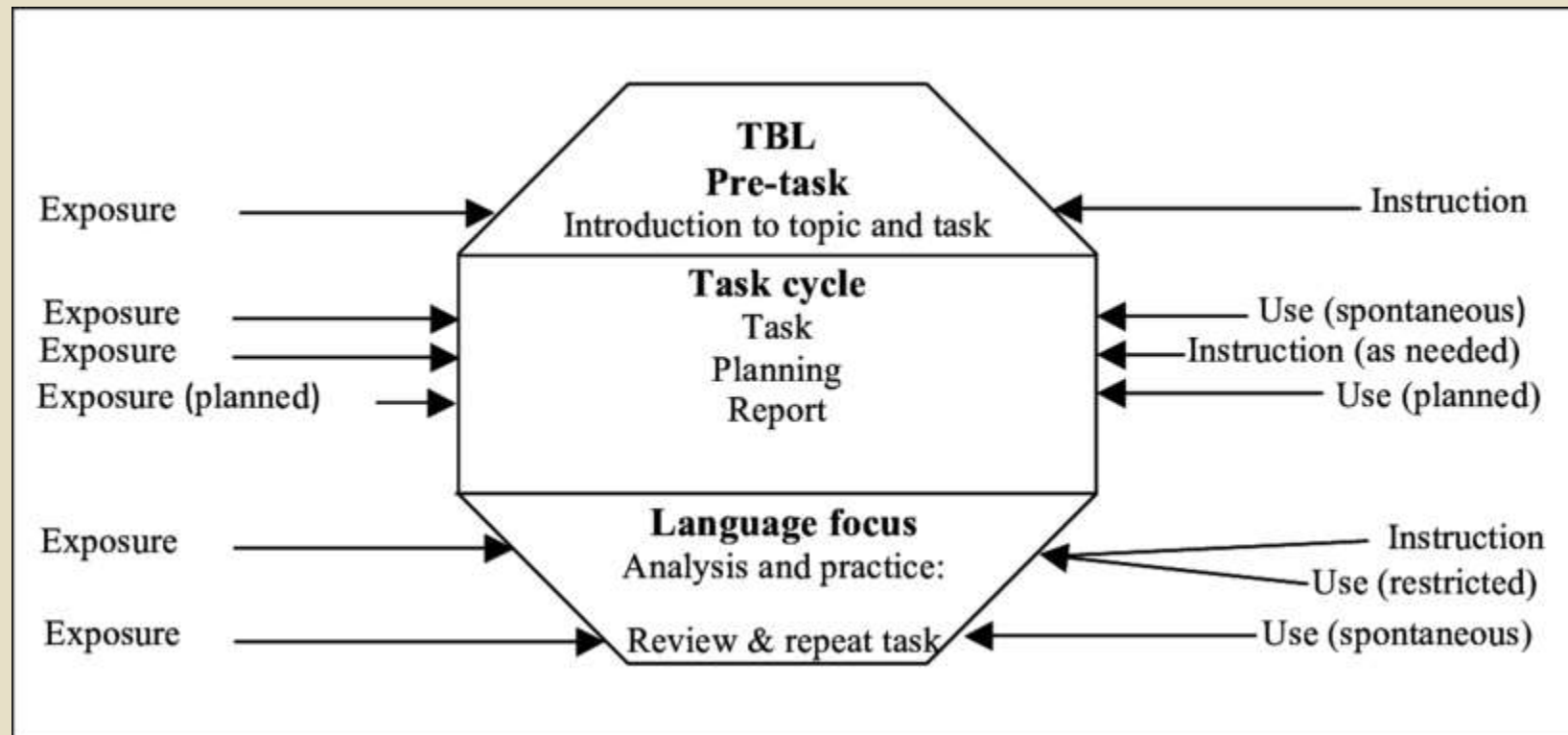

- 2. 2 ESL teachers

Speaking Test
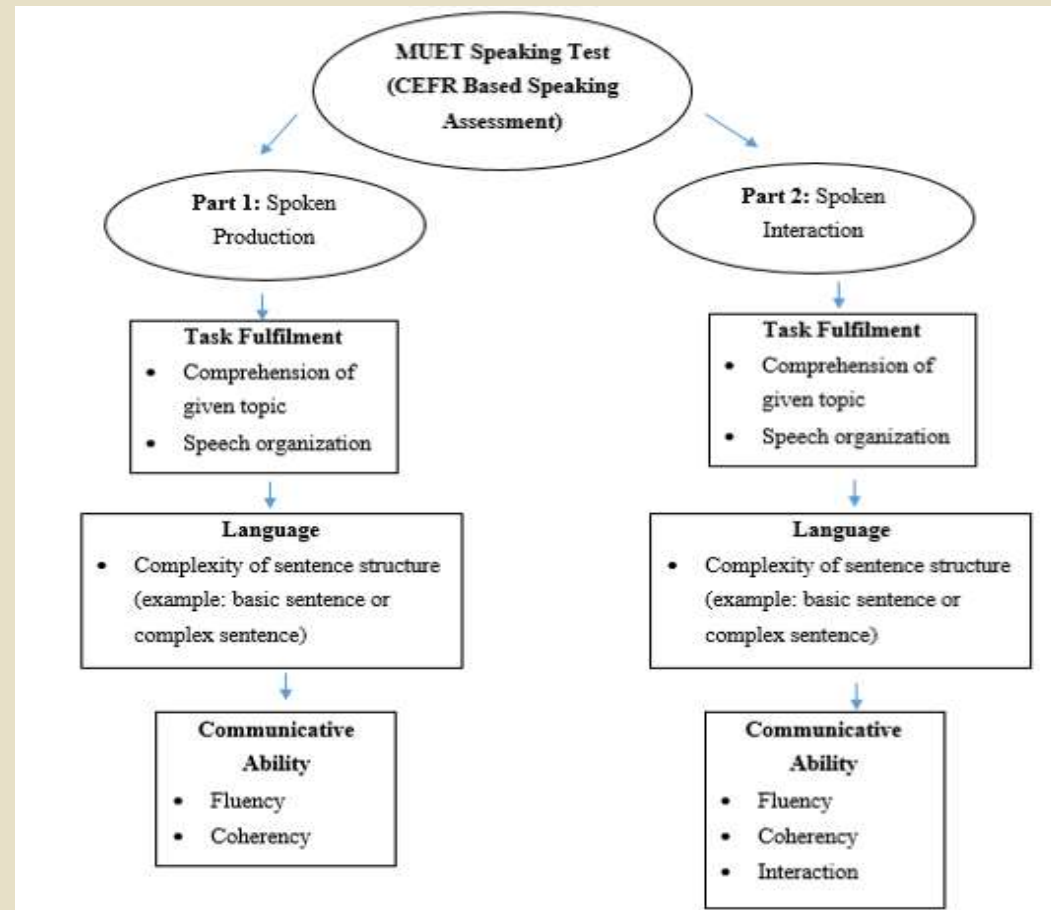
Online Speaking Pre-Test and Post -Test (Experimental and Control Group)
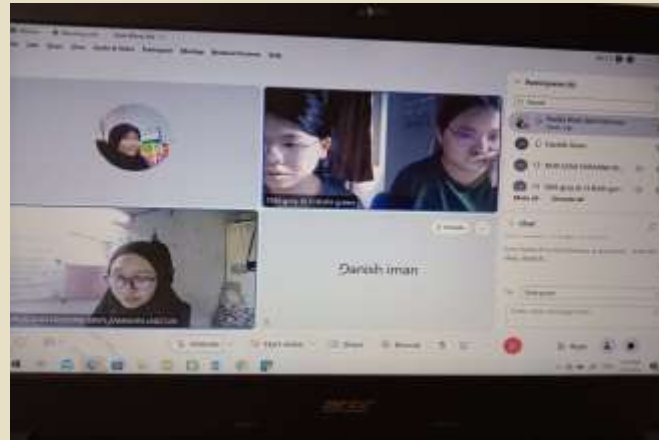
TBLT Teaching Intervention (Willis, 1996)

5.0 Results

- 1) Group from experimental group showed significant improvement than group from the control group.

- 2) ESL teacher from the experimental group mentioned that the students were actively engaged during the TBLT teaching intervention.

- 3) ESL learners from experimental group perceived that the TBLT had encouraged them to perform better during the teaching and learning session (source from online questionnaire) .